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ABSTRACT

The paper describes King Edward Campus's (Nova Scotia) Individualized Educational Program for Adults (I.E.P.A.) for learning disabled adults. Sections address the following: program divisions, development of the I.E.P.A., components of the I.E.P.A. committee, the referral process, learning diagnostic services, the learning diagnostician's role, implementation of the individual program, inservice training, and goals of the I.E.P.A. Statistical data on 80 students enrolled in the program are presented. Sample forms and an article on the I.E.P.A. are also given. (SBH)

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VANCOUVER COMMUNITY COLLEGE
KING EDWARD CAMPUS

THE INDIVIDUALIZED EDUCATIONAL PROGRAM FOR LEARNING DISABLED ADULTS

Malcolm J. Cant
J. Grant Kelly
Greta Nelson

- presented at -

ASSOCIATION OF CANADIAN COMMUNITY COLLEGES /
CANADIAN VOCATIONAL ASSOCIATION CONFERENCE
ACADIA UNIVERSITY
WOLFVILLE, NOVA SCOTIA

May 29, 1980

EC130153

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

i) Why We Are Presenting:

Last year at the A.C.C.C. Convention in Montreal, Dr. John Roueche led a two day seminar in individualized learning which was attended by hundreds of delegates who were interested in the various aspects of individual learning situations and of learning assistance. At the final session of Dr. Roueche's seminar, a question arose as to what was being done for and about the adult learning disabled. Very little research at the university level appeared to be in progress according to Dr. Roueche. And it became evident that the only full-time program dealing in a comprehensive way with adult learning disabled students was at the King Edward Campus of Vancouver Community College.

Interest was expressed by A.C.C.C. delegates in learning more of King Edward College's Individualized Educational Program for Adults. Subsequently, this article from Education Today was reprinted in College Canada.

And to amplify and extend the thrust of that article, we are presenting today a spotlight session on the major aspects of this program called I.E.P.A.

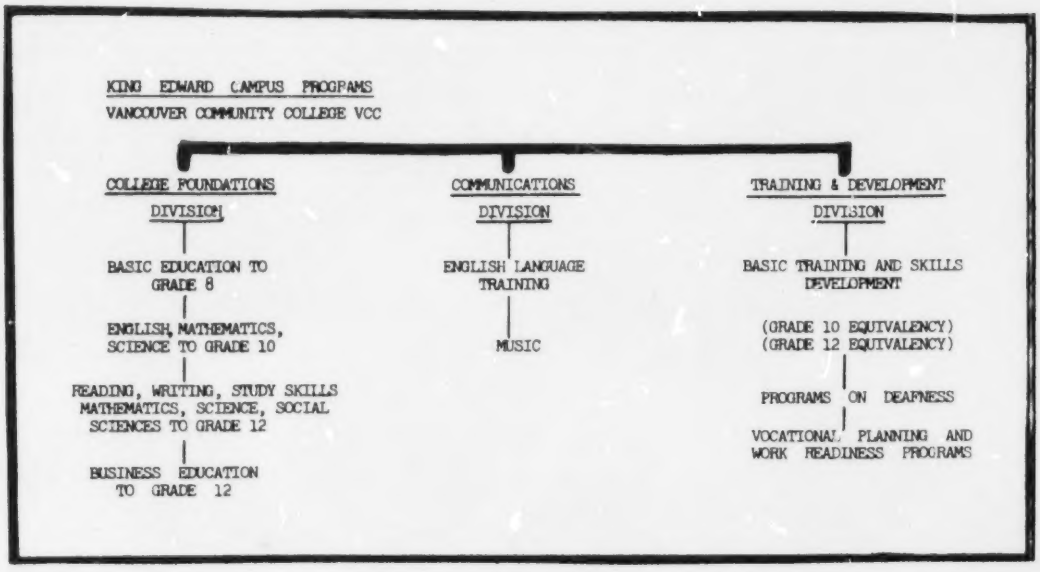
ii) A learning Disabled Student:

To introduce our workshop on a program for learning disabled adults, we feel that it would be appropriate to see and hear from one of our students. Here is Cindy, a student at King Edward: (TAPE)

iii) King Edward Campus - Programs - Divisions

King Edward Campus is one of four campuses of Vancouver Community College located in central Vancouver, British Columbia. King Edward Campus operates year round from 8:00 in the morning to 10:00 at night. Our annual enrolment is approximately 8000 students from Canada and all over the world. Ages range from 16 to 60.

The programs offered are basically designed for adults who wish to acquire pre-employment skills and/or improve their vocational status by


KING EDWARD CAMPUS PROGRAMS
VANCOUVER COMMUNITY COLLEGE VCC
COLLEGE FOUNDATIONS DIVISION
BASIC EDUCATION TO GRADE 8
ENGLISH, MATHEMATICS, SCIENCE TO GRADE 10
READING, WRITING, STUDY SKILLS MATHEMATICS, SCIENCE, SOCIAL SCIENCES TO GRADE 12
BUSINESS EDUCATION TO GRADE 12
COMMUNICATIONS DIVISION
ENGLISH LANGUAGE TRAINING
MUSIC
TRAINING & DEVELOPMENT DIVISION
BASIC TRAINING AND SKILLS DEVELOPMENT
(GRADE 10 EQUIVALENCY)
(GRADE 12 EQUIVALENCY)
PROGRAMS ON DEAFNESS
VOCATIONAL PLANNING AND WORK READINESS PROGRAMS

upgrading their educational level. The Campus also provides many programs of English language instruction to non-native speakers of English. There are also three diploma programs in vocational training, plus extensive programs for the learning impaired.

Students in all King Edward Campus programs either pay their own tuition fees or are sponsored by such agencies as: Canada Employment & Immigration, British Columbia Ministry of Human Resources, Workman's Compensation, Division of Aid to Handicapped, Native Indian Bands and so on.

There are three divisons at King Edward:

1. College Foundations with Adult Basic Education to Grade 8, business Education and academic subjects - English, Math, Sciences, Social Sciences - to Grade 12 equivalency levels.

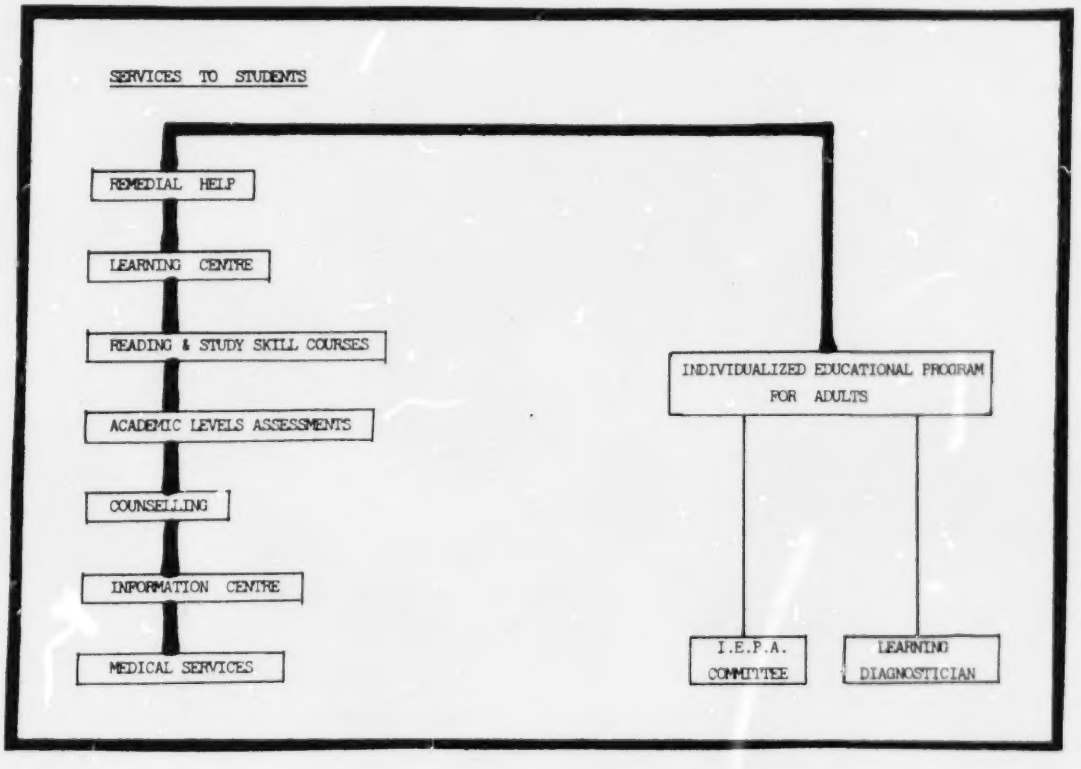
2. Communication Arts with a very large English Language Training Department and a Music Department which caters to professional musical performance in British Columbia.

3. Training and Development with a diverse collection of programs starting with Basic Training for Skills Development (B.T.S.D.) to levels 10 & 12, Programs on Deafness, Cummunity & Family Aid programs, Employment Orientation for Women, Pharmacy Assistant Program to name a few.

iv) Because of the diverse characteristics of our programs and our student population a number of services have been developed on campus to meet the varied needs of our students.

We give remedial help and free tutoring in most subjects at the K.E.C. Learning Centre. An average of two hundred students a day make use of the tutoring and learning assistance facilities of this Learning Centre which is the largest in B.C., and is available 9 a.m. - 8 p.m. daily.

Reading & Study Skills Courses along with writing and Spelling Courses are provided year round. As many as 9 Reading sections and 7 writing sections are offered in anyone semester.



Counselling Services are provided days and evenings all year round for vocational,educational, personal, and career counselling of our students.

An Information Centre has been established to assist students in finding educational and occupational information as well as the community resources available.

Medical services at K.E.C. consist of a first aid centre and health counselling provided by a full time public health nurse, and part-time psychologist, medical doctor, psychiatrist and orthoptist.

All student services at K.E.C. are free of charge and readily accessible.

v) Now, all these fine student services notwithstanding, the counselling department noted that there were increasing numbers of referrals of students who in spite of extra help, were experiencing learning problems within the regular classroom.

One counsellor in particular, Greta Nelson, decided to survey the campus instructors to find out how many students were experiencing definite learning problems. When the results were tabulated from a return of over 90% response, Greta found that an average of 14.5% of the students taught by each instructor was thought to be experiencing definite learning problems for which diagnostic and remedial services, beyond the existing support services, were needed.

If you think 14.5% is high and the problem is uniquely King Edward's you are in for a surprise. Our figure of 14.5% conforms to the National profile of 15% as determined by studies and surveys (notably the CELDIC Report of 1965) of adult learning disabled students. We have at our institution a percentage of adult students who are learning disabled and our information is that you have the same situation, too.

vi) The Learning Disabled Students

.....are those students who appear to be at least of average ability and above...or even bright in terms of everyday interaction, BUT who cannot seem to learn a particualr skill or progress beyond a certain point in the program, irrespective of the instructional techniques utilized. There is an underlying, basic deficit in one or more areas of their knowledge acquisition.

These students are the ones who would either fail the course or not receive a high enough grade to permit them to proceed to the next higher level in that program. They would not be able to complete the expected work load in the time that their sponsor had prescribed for them.

They go out on to the streets to become either recipients of the Canadian welfare system, or to become one of the most "uselessly employed" people in our Canadian work force.

vii) How Does It Feel To Be Learning Disabled

One of the best ways to experience the feeling that a learning disabled adult has, when he/she is faced with a task that may be routine tc the non-learning disabled adult student, is to participate in a couple of exercises.

The first case is a little far-fetched, but it gets a point across never-the-less, in that the adult student who may have a problem in relating the parts of this written notice to the whole would be more lost than you will be.

Read this notice which did appear in a newspaper and then be prepared to answer the questions that I will ask. Use one of the two sheets of paper that is on your chair for the written answers, AND make sure that you put your name on the sheet.

City of
St. John's

GARBAGE COLLECTION
NOTICE

Thursday, July 27th has been declared a statutory holiday in honour of the Queen's visit.

Garbage normally collected on Thursday July 27th, 1978, will be collected Wednesday, July 26th, 1978 for this week only. If the annual Regatta goes ahead as scheduled on Thursday, then Friday, July 28th, 1978 will be a statutory holiday for the employees of the St. John's Municipal Council. Garbage normally collected on Friday July 28th ,978, will be collected on Mondgy, July 31st 1978 for that week only. If the annual regatta is postponed on Thursday and Friday, then normal garbage collection will take place on Friday, July 28th, 1978. If the annual Regatta goes ahead on Saturday, July 29th 1978, then Monday, July 31st, 1978 will be a statutory holiday for employees of the St. John's Municipal Council therefore, garbage normally collected on Monday, July 31st, 1978, will be collected on Tuesday, August 1st, 1978, for this week only with no interference in Tuesday's regular garbage collection.

Signed
Office of the City Engineer
(904)

Now for the questions ..... are you feeling a little uneasy ..... has your heartbeat increased ..... are you squirming in your seat ..... are you making sure that your colleague beside you cannot read your answers ..... can you remember the parts to the whole written message and wish that I would get on to the questions rather than trying to analyze your feelings and distract you.

You are experiencing what the adult learning disabled student goes through and has to learn to compensate for and manipulate his way out of, in the classroom of the college and of the outside world.

Here is how the message should have been set out.

1978

City of St. John's

GARBAGE COLLECTION NOTICE

Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
26 July	27 July	28 July	29 July	30 July	31 July	1 Aug

1. There will not be a garbage collection on Thursday (27 July).
   - garbage usually collected on Thursday will be collected on Wednesday (26 July).

2. If the Annual Regatta is held on Thursday (27 July),
   - there will not be a garbage collection on Friday (28 July),
   - garbage usually collected on Friday, will be collected on Monday (31 July).

3. If the Annual Regatta is <u>not held</u> on Thursday (27 July) or Friday (28 July),
   - then garbage will be collected as usual on Friday (28 July).

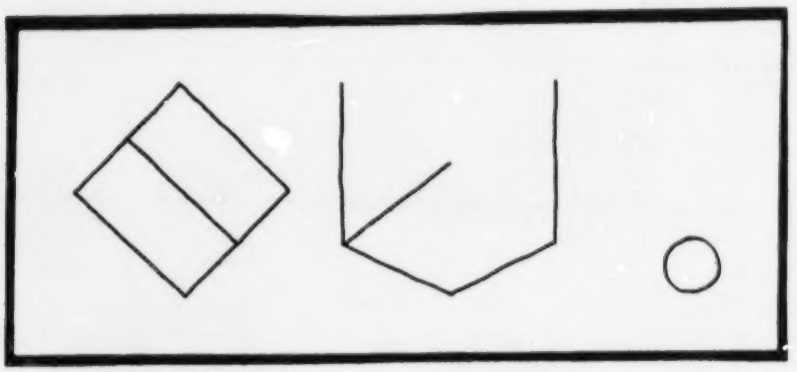
4. If the Annual Regatta is <u>held</u> on Saturday (29 July),
   - there will not be a garbage collection on Monday (31 July),
   - garbage usually collected on Monday, will be collected on Tuesday (1 August).

Office of the City Engineer

N.B. If your garbage can is full, dump your extra garbage on the steps of the office of the City Engineer.

We will do the next exercise after I give you the following verbal directions.

-Look at the design for 10 seconds,
-When I remove the design, you draw it on your blank sheet of paper,
-After drawing the design, write your name on the bottom right hand corner.



There are some adult students who may have trouble recalling the heard directions, let alone those adult students who cannot really see the designs that are shown, and those who have trouble recalling what they have seen and what the directions, the size, the position and the levels of the designs are. On top of that, the adult student may have problems in the reproduction of the removed designs.

These are just two quick examples of the numerous problem areas that can be found in any cross-section of the adult learning disabled population.

viii) Development of I.E.P.A.

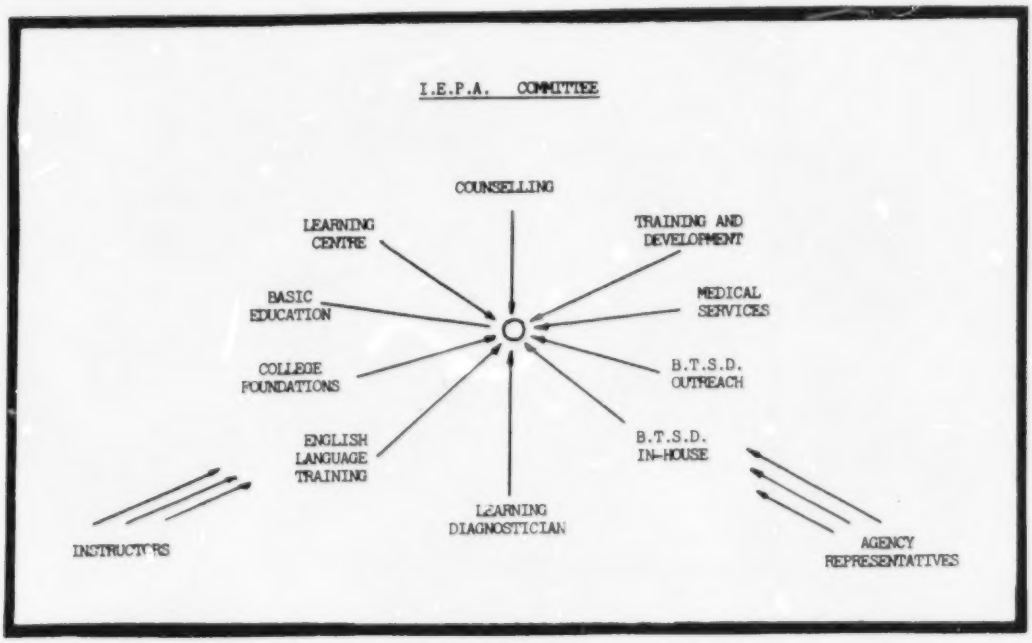
Having perceived a need and having measured the approximate need at about 15% of all registered students, Greta Nelson, the counsellor, and Colin Casey, a Division Chairman drafted a written proposal in order to apply for provincial Ministry of Education Special Project Grant.

The basic request was for adequate funding in order to employ a learning diagnostician/instructor for a trial basis of one year. If the progarm proved successful, it could be expected that the cost of the

program would be included in the regualr college budget for the following year. The Ministry awarded a small grant for the project and the position of learning diagnostician was advertised.

ix) Components of I.E.P.A. Committee

If individual instructors and students were to have free access to Malcolm he would be inundated with all sorts of problems, some having little or nothing to do with learning disabilities. Consequently it was wisely decided to construct a screening and steering committee for the I.E.P.A.

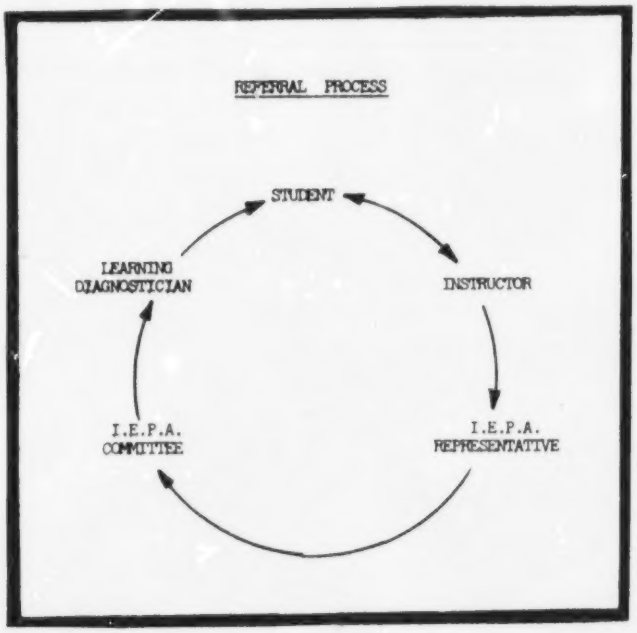


The Committee represents all areas of the Campus. As you can see, the three divisions are well represented. College Foundations has an Adult Basic Education as well as a Senior levels representative. Training & Development has two and English Language Training Dept. has two. The Counselling Department, Medical Services and the Learning Centre send representatives. And appropriately enough, the Learning Diagnostician sits on the Committee too.

It is the purpose of this committee to come to concensus concerning the appropriate assistance necessary for those students referred to the committee. Follow up information is readily available. Outside agency representatives can be invited to attend where applicable. The referral process is a vital component of the program and one of the key reasons for its success.

x) Referral Process

As you might expect, the first indication of a learning disability usually surfaces in the classroom where a student and an instructor interact most often. If either the student or instructor feel that learning is not taking place as expected and that a "block" seems to be present, the notion ofreferring the student for diagnosis by our learning diagnostician is advanced, usually by the instructor, but sometimes by the student too.



The instructor, with the student's agreement, may now refer the student to his/her department representative on the I.E.P.A. committee. The department representative then arranges for the referring instructor either to attend the weekly I.E.P.A. committee meeting in order to describe the student's exhibited behaviours, or to forward a written report. Often, other I.E.P.A. Committee members also know the referred student and add input.

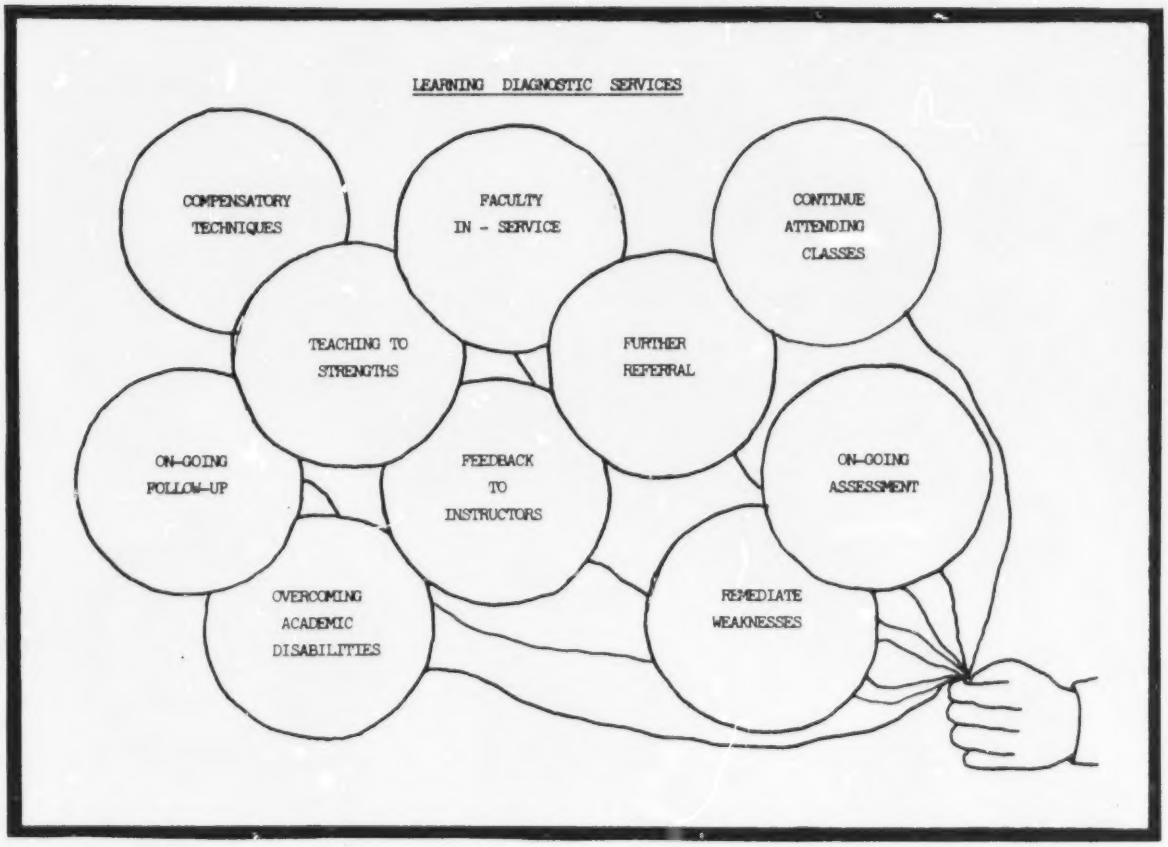
The I.E.P.A. committee as a whole determines from the presented material whether the student is an appropriate referral to the Learning Diagnostician.

Referrals can be made to our Diagnostician exclusively, or in combination with one or more other support services such as vision and hearing testing, psychiatric assessment, medical diagnosis, counselling, tutoring in the Learning Centre, or transfer to a more suitable program.

xi) Learning Diagnostic Services

The accompanying overhead provides an overall view of the learning diagnostician's responsibilities to the students who undertake individualized programs.

Of note, is the fact that all students continue to attend their regular class, but meet with the diagnostician at times when they will miss either no class time or time that is better spent on the difficulty(ies) which are holding the classroom progress back.



You will note that "remediate weaknesses" has been added to the following written copy of the overhead. We have found that we are having quite a deal of success in this area and want to impress this point upon the readers of this outline. Obviously something like auditory memory receives a compensatory technique, but something like a combined phonetic-sight approach to the reading and spelling of words, given the right factors, would be remediated.

There is the opportunity for "on-going assessment" as the diagnostician is involved in the tutoring phase of the program as well as the diagnostic area. The revision and up-dating of programs is done to ensure that there is a progression of improvement in the persued areas.

The other services will be covered in other areas of this presentation.

xii) Information From The I.E.P.A. Committee

The presenting instructor provides the diagnostician with both a written report and a verbal description of the student's functioning behaviour in the classroom. By his/her presence at the meeting, the instructor is able to answer the committee's questions that may be raised as a result of the presented description of the student's functioning behaviour.

In a number of cases, committee members may have either taught or interacted with the presented student, so the accumulative knowledge pool can grow immensely during the period of the presentation.

With a representative from the medical field and one from the counselling field, the student is seen in totality, rather that just some parts to his/her total functioning whole.

All of this background information on the student assists the committee in deciding upon the most suitable referral for service; to the diagnostician first; to other services first and then to the diagnostician if, to a more relevant source via a re-referral process.

This background information accompanies the diagnostician into the first session with the student.

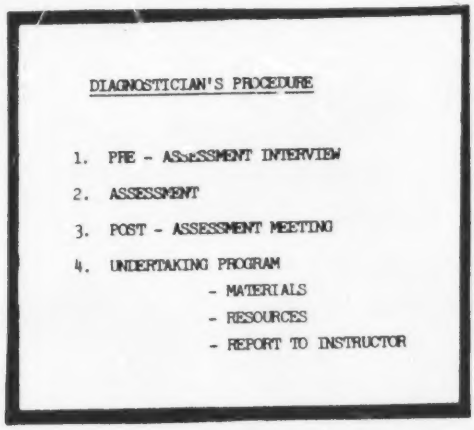
xiii) Learning Diagnostician's Procedure

The diagnostician endeavours to structure his interaction with the referred student so that it commences with the -

Pre-Assessment Interview which is an opportunity for the student to discuss the problems that he/she is having with the learning process in the classroom. The historical factor is traced as far back as is possible. This informa-

tion will be combined with the information that has come out of the I.E.P.A. Committee meeting, so that the relevant assessment instruments can be prepared.

It is imperative at this first meeting that the student be made to feel at ease, is fully conversant with what the diagnostician is going to attempt and the reasons for it, and is aware that he/she is being treated as an equal adult.



It's emphasized to the student that the assessment is not a pass/fail situation, but rather one that involves the use of test instruments that will reveal where he/she has strengths and weaknesses in the learning process.

The student is also made aware that the written report is only seen by the Confidential Secretary in the office and only two copies are made; one goes to the Acting Coordinator of the I.E.P.A. (Greta Nelson - Counselling) and the other stays with the diagnostician. The assessment reports are not released to anyone without the written permission of the student.

Assessment s are conducted at a mutually convenient time with the option of a second session arising should either something unexpected come up in the first session or other factors such as time, fatigue, etc. intervene. The assessment is always conducted in the office where the pre-assessment interview was held.

Post-Assessment Meeting is where the diagnostician and the student talk through the written report that is tabled by the diagnostician. They discuss each of the findings and the proposed program that has been recommended for implementation. Should the student disagree with any sections of the

written report, then alterations are mutually agreed upon.

For the prescriptive individual program, the diagnostician describes where each step of the program fits into the range of basic deficit areas through to the long range goals of the student's progarm and the materials that are going to be used and in what way they will be utilized. At this point, if it is necessary, a visit to the additional resource areas undertaken, so that the student can be made aware of the location of the desired materials and to meet the personnel who staff these areas.

xiv) Implementing The Individual Program

The diagnostician and the student arrange to meet either twice or thrice per week for a half an hour-length session. The scheduling of these sessions is made so that the student is out of class for the least period of time, or, at a time that interferes least with the most fruitful learning times for that class program.

For the first few lessons, the student gets acquainted with the types of material that he/she will be using and the techniques employed by the diagnostician in their use. This gives the diagnostician a good idea of whether the material prescribed is suitable to the assessed need of the student or whether similar material of a more basic or more difficult nature is necessary.

The diagnostician is usually able to gain a real insight into the student's cognitive functioning during the initial and subsequent early sessions, and program changes (additions and/or deletions) may be made accordingly.

xv) Additional Resource Areas

A copy of the students' prescribed individual program is forwarded to the referring instructor so that he/she is made aware of what is being undertaken through the diagnostician. In this way there can be a tailoring of the classroom program so that it complements what is being pursued with the diagnostician.

For a really effective program, the desirable individual program frequency is five times per week for one-half an hour per session. As

the diagnostician doesn't have this amount of time available, the student has prescribed assignments given to him/her for the days that he/she does not meet with the diagnostician. These assignments are usually performed in the Learning Centres, where the staff can monitor his/her attendance and prograss, and the Audio Lab.

Through the Learning Centre's representative to the I.E.P.A. Committee, the staff of that additional resource area is cognozant of what each student is supposed to be undertaking when he/she is working in the centre. The student can request assistance of the staff just as readily as the diagnostician can receive feedback from the Learning Centre staff.

xvi) In-Service Training

This was commenced at the entire college staff level by the diagnostician in order to acquaint everyone with a general overview of the types of signs and symptoms that the learning disabled adult exhibits in the regular classroom.

The general overview was followed by a more exacting presentation at the Division level with the Training and Development Division. At this presentation, the division staff were given a myriad of experiences so that they could experience some of the difficulties that the learning disabled adult might experience in the process of some set task and to see the type of responses that the learning disabled adult might make in the execution of that task.

Through the weekly King Edward Times, the diagnostician is able to communicate information about the problems that the learning disabled adult might experience in certain task situations, (ie. spelling) with the staff.

The I.E.P.A. Committee department representatives are able to dispense information to the individual instructors, on a level where they feel confident and competent.

The ministry of Education, Continuing Education Department (under Dr. Ron Faris) had supplied funding so that staff from sponsoring and support agencies could have a two-day workshop in the area of adult learning disabilities. In this way, these professionals have more

empathy with the needs of some of their sponsored students and thus work with the King Edward Campus staff to ensure that the student 'gets a fair shake' time-wise, in order to complete his/her set program.

xvii) The Goals of The I.E.P.A.

Every endeavour has to have goals in order to provide direction to that endeavour. The goals for the I.E.P.A. are as follows:

For the student to be able to .....

1. Acquire the necessary skills to be able to stay in his/her present class and be able to perform the work at this level.

2. Acquire the necessary skills to be able to articulate on to the next higher level in his/her current program.

3. Acquire the necessary pre-requisite skills to be able to proceed on to a trade apprenticeship program.

4. Acquire the necessary skills to be able to proceed to a program at a higher level at either the college or university level.

5. Acquire the necessary skills to be able to go out and secure suitable long-term employment.

6. Acquire the necessary skills to either overcome and/or effectively compensate for basic deficit areas, so that he/she can function as an independent learner.

7. Have access to the expertise of a number of professionals so that other problems such as emotional, etc., can be alleviated and thus not compound the learning disability.

8. Have access to programs which may be more appropriate for the student abilities and future goals.

9. Improve his/her self esteem/feeling of self through the acquisition of new abilities and experiences of success.

10. Acquire the necessary skills to be able to successfully function in life situations outside the college milieu.

11 Have instructors who have been exposed to in-service training and who then are more able to recognize the signs and symptoms that are indicative of a student who has a learning disability.

12. Have sponsors who have been exposed to in-service training and who are more empathetic to the needs of the student who has a learning disability.

xviii) Statistical Information On The Students Who Were Enrolled For The 1979/80 Year

The students were assessed with the instrument, or instruments, which best served the analytical purpose at the time of referral. The initial assessments were all conducted by the Learning Diagnostician at King Edward Campus.

At the completion of their program, or at the end of the month of June/ the early part of the monthof July, as many of the students as could be contacted were brought in for a re-assessment using the same instruments that were used in the initial assessment. These assessments were conducted by an outside qualified diagnostician and the Learning Diagnostician at King Edward Campus.

When one mentally masticates the following statistical information, it soulld be noted that it is more exact to state that the improvements would be more of a baseline average, rather than a bloated figure. In a large number of cases, you may just be working; spending the vast majority of your time; on one factor where a deficit occurs, ie., visual figure-ground, auditory figure-ground, and as a result one will not see, via these statistics, the tremendous prograss that the student has made in that particular area, only the progress on an instrument which may measure just an off-shoot of that particular skill.

For the written expression assessment, the completely original story was submitted to a neutral teacher, skilled in written expression, to ascertain a grade level for each of the presented stories.

STUDY RESULTS

There was a total of 80 students referred through the I.E.P.A. Committee from the time of its inception in October, 1978 to the end of June, 1979.

Of the 80 students referred; 50 were male and 30 were female, for a 5 : 3 ratio exactly.

i) Ages:

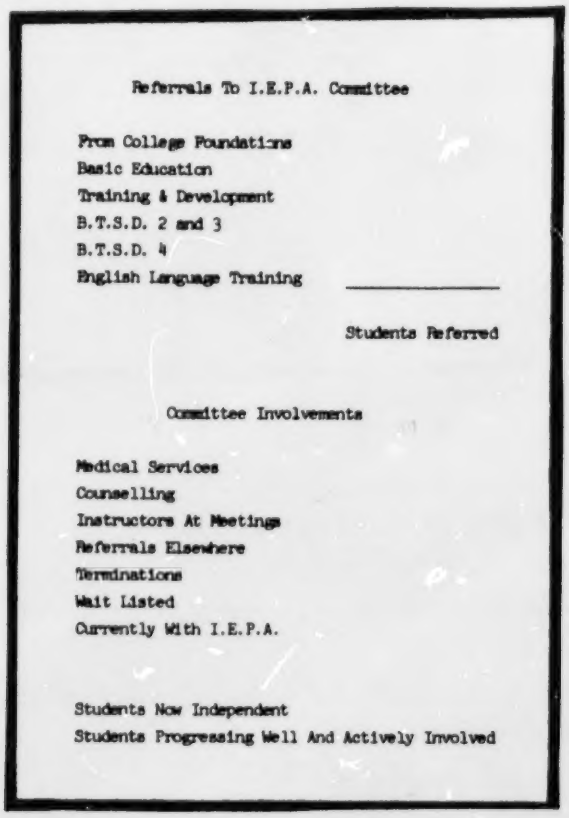
Average age of female students - 23.7 years
Average age of male students - 21.5 years

There were 7 males and 1 female for whom no age was obtained as they were not assessed.
If the 7 males and 1 female were dropped from the total, then the,

Average age of female students - 24.5 years
Average age of male studnets - 25.0 years

ii) Program Enrolment:

	Males	Females	Total
Basic Education	21	6	27
B.T.S.D.	11	13	24
College Foundations	8	6	14
Vocational Orientation for Youth	3	0	3
English Language Training	1	0	1
Basic Job Readiness Training	1	0	1
Outreach	1	0	1
Life Skills	1	0	1
Pharmacy Assistant	1	1	2
Community and Family Aide	0	2	2
Basic Ed. Skill Training	0	1	1



iii) Sponsors

For the students whose sponsors were known:

	Males	Females	Total
Self-sponsored	18	8	26
C.E.I.C.	8	9	17
Ministry of Human Resources	5	6	11
Division of Aid to the Handicapped	3	2	5
Indian Bands	1	1	2
Insurance Corporation of B.C.	1	0	1

iv) Assessments:

On the male side, 24 students were assessed twice and 26 were not.

On the female side, 19 students were assessed twice and 11 were not.

There was a total of 43 students who were assessed twice and 37 who were not.

Assessments (1978/79 year)			
Males	24	assessed twice	(26 not)
Females	19	assessed twice	(11 not)
Total	43	assessed twice	(37 not)

v) Oral Reading - Single Word:

9 males were assessed twice.

8 females were assessed twice.

17 students in all were assessed twice.

a) Average improvement for males - 8.7 months
Average improvement for females - 13.0 months
Average improvement for all students - 9.7 months

These statistics should be viewed in terms of the length of time that the studnets were in the program.

b) Average length of time in program for males - 3.8 months
Average length of time in program for females - 4.1 months
Average length of time in program for all students - 3.9 months

c) For the males the average improvement of 8.7 months in single word reading in an average of 3.8 months in the program is a statistic of 2.3 months of single word reading improvements per month of time in the program.

For the females, the average improvement of 13.0 months in single word reading in an average of 4.1 months in the program is a statistic of 3.2 months of single word reading improvement per month of time in the program.

For all students, the average improvement of 9.7 months in single word reading in an average of 3.9 months in the program is a statistic of 2.5 months of single word reading improvement per month of time in the program.

d) Average age of males - 32.7 years
Average age of females - 30.6 years
Average age of all students - 31.7 years

Oral Reading - Single Word (1978/79 year)

Males: 9 assessed twice / 32.7 years average age.

Females: 8 assessed twice / 30.6 years average age.

Total: 17 assessed twice / 31.7 years average age.

Males: Average improvement of 8.7 months in average of 3.8 months in the program. Average of 2.3 months of improvement per month of time in the program.

Females: Average improvement of 13.0 months in average of 4.1 months in the program. Average of 3.2 months of improvement per month of time in the program.

Total: Average improvement of 9.7 months in average of 3.9 months in the program. Average of 2.5 months of improvement per month of time in the program.

vi) Oral Reading - Passages:

10 males were assessed twice
4 females were assessed twice
14 students were assessed twice.

a) Average improvement for males - 15.0 months
Average improvement for females - 6.0 months
Average improvement for all students - 13.0 months

These statistics should be viewed in terms of the length of time that the students were in the program.

b) Average length of time in program for males - 3.4 months
Average length of time in program for females - 2.5 months
Average length of time in program for all students - 3.1 months

c) For the males, the average improvement of 15.0 months in oral reading - passages in an average of 3.4 months in the program is a statistic of 4.4 months of oral reading - passage improvement per month of time in the program.

For the females, the average improvement of 6.0 months in oral reading - passages in an average of 2.5 months in the program is a statistic of 2.4 months of oral reading - passage improvement per month of time in the program.

For all students, the average improvement of 13.0 months in oral reading - passages in an average of 3.1 months in the program is a statistic of 4.2 months of oral reading - passage improvement per month of time in the program.

d) Average age of males - 25.8 years
Average age of females - 22.8 years
Average age of all students - 24.9 years

Oral Reading - Passages (1978 /79 year)

Males: 10 assessed twice / 25.8 years average age

Females: 4 assessed twice / 22.8 years avarage age

Total: 14 assessed twice / 24.9 years average age

Males: Average improvement of 15.0 months in average of 3.4 months in the program.
Average of 4.4 months if improvement per month of time in the program..

Females: Average improvement of 6.0 months in average of 2.5 months in the program.
Average of 2.4 months improvement per month of time in the program.

Total: Average improvement of 13.0 months in average of 3.1 months in the program.

Average of 4.2 months of improvement per month of time in the program.

vii) Reading Comprehension - Passages:

14 males were assessed twice.
10 females were assessed twice.
24 students in all were assessed twice.

a) Average improvement for males - 18.0 months
Average improvement for females - 13.0 months
Average improvement for all students - 16.0 months

These statistics should be viewed in terms of the length of time that the students were in the program.

b) Average length of time in program for males - 3.9 months
Average length of time in program for females - 3.7 months
Average length of time in program for all students - 3.8 months

c) For the males, the average imporvement of 18.0 months in reading comprehension - passages in an average of 3.9 months in the program is a statistic of 4.6 months of reading comprehension - passages improvement per month of time in the program.

Reading Comprehension - Passages (1978/79 year)

Males: 14 assessed twice / 28.5 years average age.

Females: 10 assessed twice / 26.5 years average age.

Total: 24 assessed twice / 27.7 years average age.

Males: Average improvement of 18.0 months in average of 3.9 months in the program. Average of 4.6 months if improvement per month of time in the program.

Females: Average improvement of 13.0 months in average of 3.7 months in the program. Average of 3.5 months of improvement per month of time in the program.

Total: Average improvement of 16.0 months in average of 3.8 months in the program. Average of 4.2 months if improvement per month of time in the program.

For the females, the average improvement of 13.0 months in reading comprehension - passages in an average of 3.7 months in the program is a statistic of 3.5 months of reading comprehension - passages improvement per month of time in the program.

For all students, the average improvement of 16.0 months in reading comprehension - passages in an average of 3.8 months in the program, is a statistic of 4.2 months of reading comprehension - passages improvement per month of time in the program.

d) Average age of males - 28.5 years
Average age of females - 26.5 years
Average age of all students - 27.7 years

viii) Spelling:

13 males were assessed twice
8 females were assessed twice
21 students in all were assessed twice.

Spelling (1978/79 year)

Males: 13 assessed twice / 27.3 years average age.

Females: 8 assessed twice / 28.8 years average age.

Total: 21 assessed twice / 27.9 years average age.

Males: Average improvement of 12.0 months in average of 3.2 months in the program.
Average of 3.8 months of improvement per month of time in the program.

Females: Average improvement of 8.0 months in average of 4.0 months in the program.
Average of 2.0 months of improvement per month of time in the program.

Total: Average improvement of 9.0 months in average of 3.5 months in the program.
Average of 2.6 months of improvement per month of time in the program.

a) Average improvement for males - 12.0 months
Average improvement for females - 8.0 months
Average improvement for all students - 9.0 months

These statistics should be viewed in terms of the length of time that the students were in the program.

b) Average length of time in program for males - 3.2 months
Average length of time in program for females - 4.0 months
Average length of time in program for all students - 3.5 months

c) For the males the average improvement of 12.0 months in spelling in the average of 3.2 months in the program, is a statistic of 3.8 months of spelling improvement per month of time in the program.

For the females, the average improvement of 8.0 months in spelling in the average of 4.0 months in the program, is a statistic of 2.0 months of spelling improvement per month of time in the program.

For all students, the average improvement of 9.0 months in spelling in the average of 3.5 months in the program, is a statistic of 2.6 months of spelling improvement per month of time in the program.

d) Average age of males - 27.3 years
Average age of females - 28.8 years
Average age of all students - 27.9 years

ix) Mathematics:

3 males were assessed twice
3 females were assessed twice
6 students in all were assessed twice

a) Average improvement for males - 4.0 months
Average improvement for females - 16.0 months
Average improvement for all students - 9.0 months

Mathematics (1978.79 year)

Males: 3 assessed twice / 23.3 years average age.

Females: 3 assessed twice / 29.0 years average age

Total: 6 assessed twice / 26.1 years average age

Males: Average improvement of 4.0 months in average of 3.7 months in the program.
Average of 1.1 months of improvement per month of time in the program.

Females: Average improvement of 16.0 months in average of 3.7 months in the program.
Average of 4.3 months of improvement per month of time in the program.

Total: Average improvement of 10.0 months in average of 3.7 months in the program.
Average of 2.7 months of improvement per month of time in the program.

These statistics should be viewed in terms of the length of time that the students were in the program.

b) Average length of time in program for males - 3.7 months
Average length of time in program for females - 3.7 months
Average length of time in program for all students - 3.7 months

c) For the males, the average improvement of 4.0 months in mathematics in an average of 3.7 months in the program, is a statistic of 1.1 months of mathematics improvement per month of time in the program.

For the females, the average improvement of 16.0 months in mathematics in an average of 3.7 months in a program, is a statistic of 4.3 months of mathematics improvement per month of time in the program.

For all students, tha average improvement of 9.0 months in mathematics in an average of 3.7 months in the program, is a statistic of 2.4 months of mathematics improvement per month of time in the program.

d) Average age of males - 23.3 years
Average age of females - 29.0 years
Average age of all students - 26.1 years

x) Expressive Language - Written

13 males were assessed twice
5 females were assessed twice
18 students in all were assessed twice.

a) Average improvement for males - 12.0 months
Average improvement for females - 12.0 months
Average improvement for all students - 12.0 months

These statistics should be viewed in terms of the length of time that the students were in the program.

Expressive Language - Written (1978/79 year)

Males: 13 assessed twice / 27.2 years average age.

Females: 5 assessed twice / 31.6 years average age.

Total: 18 assessed twice / 28.4 years average age.

Males: Average improvement of 12.0 months in average of 3.9 months in the program. Average of 3.1 months of improvement per month of time in the program.

Females: Average improvement of 12.0 months in average of 4.1 months in the program. Average of 2.9 months of improvement per month of time in the program.

Total: Average improvement of 12.0 months in average of 4.1 months in the program. Average of 2.9 months of improvement per month of time in the program.

b) Average length of time in the program for males - 3.9 months
Average length of time in the program for females - 4.1 months
Average length of time in the program for all students - 4.1 months

c) For the males, the average improvement of 12.0 months in expressive language - written in an average of 3.9 months in the program, is a statistic of 3.1 months of expressive language - written improvement per month of time in the program.

For the females, the average improvement of 12.0 months in expressive language - written in an average of 4.1 months in the program, is a statistic of 2.9 months of expressive language - written improvement per month of time in the program.

For all student, the average improvement of 12.0 months in expressive language - written in an average of 4.1 months in the program, is a statistic of 2.9 months of expressive language - written improvement per month of time in the porgram.

d) Average age of males - 27.2 years
Average age of females - 31.6 years
Average age of all students - 28.4 years

xi) Student Status at the End of the Year:

Of the 80 students who were referred to the I.E.P.A. for an assessment, the following was the placement or current status of the students at the end of June/early July, 1979.

	Males	Females	Total
1. Unknown (not assessed)	29-3 (26	14-4 10	43-7 36)
2. Employed	10	4	14
3. Continuing at K.E.C.	9	6	15
4. Unemployed	0	1	1
5. Continued to university	0	1	1
6. Psychiatric Hospital	0	1	1
7. Deceased	1	0	1
8. Waiting for a trade course	0	1	1
9. Transferred to another college	0	1	1
10. On welfare	1	1	2

Student Status At Year End

Assessed students only

	Males	Females	Total
Employed	10	4	14
Continuing Education	9	6	15
Unknown	3	3	6
Welfare	1	1	2
Unemployed	0	1	1
Cont'd to University	0	1	1
Psychiatric Hospital	0	1	1
Deceased	1	0	1
Waiting for trade course	0	1	1
Transferred to another college	0	1	1
	24	19	43

xix) Factors That Influence The Success Of The Adult Learning Disabled

During the period of the I.E.P.A. program at King Edward Campus, it has been realized that there are certain factors which affect the adult learning disabled and his/her progress on an individualized instructional program as prescribed following a diagnostic assessment.

The adult generally has a higher level of motivation as this may be his/her last chance at sponsorship to return for upgrading, a possible means to the end of a better paying job, seeing other adults in the same boat with less skills than him/her self, and, he/she on the individual program has a chance to achieve some measure(s) of success.

The adult generelly is better able to reason out why certain steps are important and what part they play in the educational jigsaw puzzle.

The adult generally is easier to reason with because of his/her experiences through maturity and previous opportunities.

The adult generally acquired other skills that can be used as security blankets when the going gets tough and he/she has a sidetrack for a respite from a new challenge which may be quite difficult.

The adult generally is able to see the goals that are hopefully attainable by the step-by-step incremental steps of the program. And, of course, the goal in the outside working world to which he/she is seeking.

The adult generally is better equipped to be able to see the relationship between presented variables on a horizontal basis and the goals ahead on the vertical basis.

The adult generally welcomes the response that someone may be going to do something about the problem that he/she has been stuck with for a long time, most since elementary school learning assistance and precious few since secondary school learning assistance.

The adult generally is able to change his/her expectations for not only success or failure in the upgrading program, but the range of choices that may exist for the student on the outside, so to speak.

THE FACTORS THAT SET THE LEARNING DISABLED ADULT APART FROM THE LEARNING DISABLED CHILD

Adult generally has a higher level of motivation.

- last chance at sponsorship for upgrading.
- means to a better paying job.
- other adults with less skills or equivalent skills.
- achieves measure of success on individual program.

Adult generally able to reason out things

- why steps are important
- the part they play in the educational jig-saw puzzle

Adult generally is easier to reason with

- via previous experiences through maturity
- via previous opportunities

Adult generally has acquired other skills

- can use these as a security blanket
- can sidetrack to these by way of examples.

Adult generally is able to see the goals of program

- what is attainable in step-by-step, incrementally
- what he/she is seeking in the outside working world.

Adult generally better equipped to see relationships

- the variables on a horizontal basis
- the projected steps and goals on a vertical basis

Adult generally welcomes assistance for a long standing problem

- it has been a burden for his/her educational life
- it has been a burden in getting a job and/or the number of avenues available.

Adult generally can change his/her expectations

- for degrees of success in the upgrading program
- for the range of choices available after the program

Adult generally able to extract more tangible rewards from life

- newly acquired skills may open up new areas of everyday pleasure, such as reading a newspaper, menu.

The adult generally is able to extract more tangible rewards from life due to newly-acquired skills that may make reading signs and/or a newspaper a part of his/her new life.

To this list has to be added, the accuracy of the diagnosis of the student's problem area(s) and the ability of the individually prescribed program to meet the needs for the amelioration of the problem area(s)

xx) Track Record

In the year and a half that the I.E.P.A. has been operating at King Edward Campus 154 students ahve been referred to the I.E.P.A. committee. Of this total, some 106 have been referred to Malcolm Cant and been given an individualized program of study. Many of the students who have undertaken their program of study have reported improvement in their regular class work which is measurable in better grades as well as being evident in feelings of new-found confidence and more positive attitudes.

The referral group known as the I.E.P.A. Committee has developed through experience into a standing body of informed and perceptive educators and resource personnel who have learned to pool their observations, information and perceptions into a very useful service of learning assistance aimed directly at the adult learning disabled student.

The I.E.P.A. faces some chalenging years of development and some badly needed expansion - our record of success with a very demonstrable need gives us all the motivation we could want to proceed.

It has been our pleasure to share with you the essential ingredients of our I.E.P.A. in capsule form. If you would like to pursue any aspect of our presentation further, please don't hesitate to ask.

IEPA

REFERRAL INFORMATION

_____

Instructor Name_____ Department_____

Student Name_____ Age_____ Sex _____

Program _____ Level _____ Sponsor _____

Reasons for Referral:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Action to be Taken (and by whom)

In-House:

1. _____

2. _____

3. _____

4. _____

Outside:

1. _____

2. _____

IEPA

1979/80 REFERRAL INFORMATION

Name	No.	Referral Date	Assessment Date	Date Program Commenced	Frequency of Program Where/With Whom/ When

IEPA Student Program

Name _____

Date _____

Program Details _____

IEPA

REPORT TO THE INSTRUCTOR

STUDENT NAME: _____ #_____

DATE ASSESSED: _____ TODAY'S DATE_____

The IEPA gives the learning disabled a second chance

"Have you ever been to a hockey game and bought a program so you can pretend to read it?"

It's not really a question. Rather it's a cry for understanding from a learning disabled person trying to fit into the norm. It's not a matter of further education — he's been through school and received little or no help from that quarter. No help until now that is.

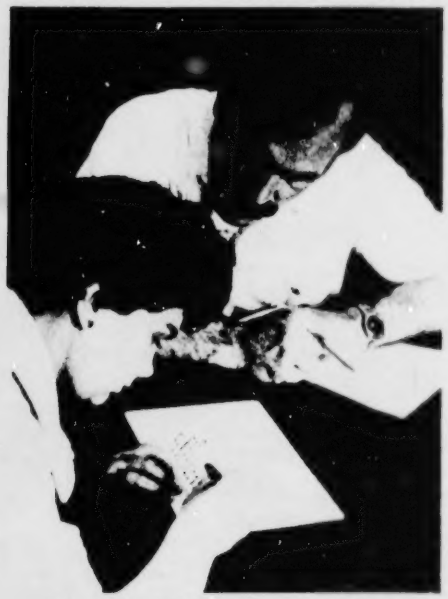
Through a unique program K.E.C. counsellor Greta Nelson and diagnostician Malcolm Cant are giving the learning disabled a second chance. K.E.C.'s Individualized Education Program for Adults (I.e.P.A.), which got off the ground due to the hard work of Nelson and Training and Development Division Chairman Colin Casey, is Canada's first program of service to the learning disabled adult at the community college level. It may also be the first of its type in the world.

The learning disabled cannot learn through ordinary methods of teaching. The problem is in the brain's ability to process information correctly through sensory channels but, according to Cant, some of the people least conscious of the problem are the instructors.

"Some instructors don't feel there is such a thing as a learning disability," said Cant. "They just say, 'so and so, is a lazy bugger'."

The I.E.P.A. was initiated as a result of the increasing number of students who were being referred to the Counselling Department because of learning difficulties encountered in the regular classroom. Nelson decided to survey all the campus instructors to find out how many students in each of the classes were experiencing definite learning problems. To her surprise and dismay, the results showed an average of 15.5% of the students in each class were thought to be experiencing definite learning problems by the instructor.

In response to this need Nelson and Casey drafted a written proposal to obtain a Special Projects Grant from the Ministry



Diagnostician Malcolm Cant works with one of his students.

of Education, Science and Technology. Their proposal met with success and they received money to initiate a program at K.E.C. and to hire a diagnostician and a program assistant. In late September of 1978, Cant was hired and the program commenced in October. It was not smooth sailing however. Testing materials were held up due to the mail strike and Cant couldn't get a room to conduct his program. Ever resourceful — K.E.C. personnel cleaned out a closet/storage area beside the administration building, laid down carpet and Cant was ready for business.

An I.E.P.A. committee was formed composed of a representative from each instructional department, Medical Services, the Learning Centre, Counselling Department and the learning diagnostician. In addition, outside agency representatives were applicable. Next, a format for student referrals was implemented.

I.E.P.A. Committee meets for one of its weekly sessions.

Individual instructors can refer any students whom they feel are experiencing learning difficulties to their department representative on the I.E.P.A. committee. The representative arranges for the referring instructor either to attend the weekly meeting in order to describe the student's exhibited behaviours, or to send a written report via the department rep. The committee, as a whole, determines from the material presented whether the student is an appropriate referral to the learning diagnostician. In addition, referrals may be made to such services as vision and hearing testing, psychiatric assessment, counselling or tutoring in the Learning Centre.

If the student is referred to the diagnostician for an assessment, an initial interview is conducted with the student. "I try to set them at ease," said Cant," and explain the process and what I'm going to do. You have to have mutual trust. I don't promise them miracles," he said. After the assessment has been completed, all the findings are shared with the student and the proposed program is explained in detail.

"I explain to the students what I've found and what produces it and how we can go about improving it. I tell them they won't see any benefit from the program for about three to six months, but it's usually a lot sooner," he said. "Then they begin to realize they aren't so dumb after all."

Cant says he drives his students hard, but he also drives himself just as hard and they respond to this.

"The more you put into something, the more you get out of it. It's like marriage," he said. Cant explained that the learning impaired are usually of average or above average intelligence. "They are all highly motivated because this is their last chance. They all have a history or failure on the academic side and are the most under-employed people around."

For students deemed in need of an individualized program, a half hour session, three times per week, is established. The referring instructor is then informed of what is being attempted in the sessions and what might be added or deleted in the regular classroom to complement the program.

Up until a few months ago, Cant had a program assistant but when the money ran out, she had to go. Unfortunately this has meant that Cant has had to cut down on the amount of time he gives each student and is now having to write assessments at home. Although his schedule is a very demanding one Cant is managing to cope, but for how long? According to Nelson the program is getting more and more referrals from various programs, including College Foundations, as well as calls from people outside wanting to enrol their children in the program.

"Some people are even ready to relocate their entire household," said Cant, "so they can get their child enrolled."

So far 81 students have been referred to the program. Cant is presently working with 24 students. When asked about the success of the program, Cant replied with a satisfied smile, "it's been very good."

One of the reasons the program is working so well has to be Cant himself. He is very responsive to his students and has a good understanding of their problems.

While still living in his native country of Australia, Cant was knocked unconscious and stayed that way for a couple of weeks. As a result of the accident, Cant lost the ability to remember what he read. There was no help available to help overcome his problem, so he set about teaching himself how to recall his visionary memory, with complete success. Later he began to work with retarded children and also taught special physical education to physically handicapped children. Moving to the States, Cant received a BSc and his MSc and MEd from the University of Oregon. He is currently working on his doctorate in special education (learning disabilities and neurological impairment) at U.B.C. Prior to coming to K.E.C. Cant was director of special education for the Vancouver Neurological Centre and before that was an assistant professor at the University of Saskatchewan teaching Special Physical Education.

"There are very few well-trained learning diagnosticians," said Nelson, "so we were extremely lucky to acquire his services."

Besides seeing his students Cant is also responsible for conducting in-service workshops for all campus instructors so that they might be made more aware of the forms that student learning problems take. In this way, said Cant, the instructor's recognition of the learning problems become more valid and accurate.

For the future it is envisaged that the same referral system, with the same personnel will be continued as it is now an integral part of the total functioning learning system. More in-depth, in-house workshops are planned and also outside workshops for those professionals who are referring students to K.E.C. for the I.E.P.A. services.

"As I see it," said Cant, "it is an investment of today's dollars into tomorrow's future.

We should close on that note, but instead we'll let a couple of Cant's students tell it like it is.

"I don't feel that I am in that 'big black hole' that I was in before. I am not in the corner reading the same book over and over again. Now I can pick up almost any book and read from it." and. . .

"I am not going to give up because I know that I am not dumb or stupid."